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ABSTRACT

This report provides evaluative information concerning Project HOPE (Helpful Opportunities for Public Enrichment) in New York City. This project served 250 Spanish-speaking students and 109 Chinese-speaking students who scored at or below the 40th percentile on the Language Assessment Battery and were thus categorized as being of limited English proficiency. It provided students with instruction in English as a second language (ESL), native language arts (NLA), and the content areas. The project also offered career counseling. The project provided development opportunities to teachers of participating students as well as to some mainstream teachers. Teachers of project students team-taught with the project's resource specialists, who acted as facilitators for the project. Parents of participating students had the opportunity to participate in field trips and other activities, including workshops. Data show that the project met its objectives for ESL, Chinese NLA, mathematics, attendance, advisement, parental involvement, and curriculum development. The project met its Spanish NLA objective at one site only. Appendices contain a list of instructional materials and class schedules. (GLR)

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ED 372 173

OER Report

Helpful Opportunities for Pupil Enrichment
(Project HOPE)
Transitional Education Grant T003A10014
FINAL EVALUATION REPORT
1992-93

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Helpful Opportunities for Pupil Enrichment
(Project HOPE)
Transitional Education Grant T003A10014
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Helpful Opportunities for Pupil Enrichment (Project HOPE) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its second year in 1992-93. The project functioned at three intermediate schools (I.S.s): I.S. 61 in Queens, I.S. 131 in Manhattan, and I.S. 136 in Brooklyn. In the year under review, Project HOPE served 250 Spanish-speaking students and 109 Chinese-speaking students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were thus categorized as being of limited English proficiency (LEP). This was an increase of 40 students over the previous year. Project HOPE provided students with instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and the content areas. The project also offered career counseling.

The project provided staff development to teachers of participating students as well as to some mainstream teachers. Teachers of project students team-taught with the project's resource specialists, who acted as facilitators for the project. Parents of participating students had the opportunity to participate in field trips and other activities, including workshops.

Project HOPE met its objectives for E.S.L., Chinese N.L.A., mathematics, attendance, advisement, parental involvement, and curriculum development. The project met its Spanish N.L.A. objective at one site only.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Seek alternative space, possibly in the auditorium, for classes now meeting in the carpentry shop at I.S. 61.

ACKNOWLEDGEMENTS

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I. INTRODUCTION

Helpful Opportunities for Pupil Enrichment (Project HOPE) was in its second year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Transitional Education Title VII project.

PROJECT CONTEXT

The program operated at Intermediate School (I.S.) 131 in Community School District (C.S.D.) 2 in Manhattan, I.S. 136 in C.S.D. 15 in Brooklyn, and I.S. 61 in C.S.D. 24 in Queens. Most students in all three C.S.D.s came from low-income families.

Composition of the student bodies at each of the sites was similar to that of the districts. At I.S. 131, there were 1,430 students, of whom 78.7 percent were Asian-American, 13.6 percent were Latino, 6.0 percent were African-American, and 1.6 percent were European-American.* At I.S. 61, there were 1,913 students, of whom 71.3 percent were Latino, 13.5 were African-American, 12.5 percent were Asian-American, and 2.7 percent were European-American. At I.S. 136, there were 879 students, of whom 84.0 percent were Latino, 7.5 percent were African-American, 5.0 percent were Asian-American, 3.4 percent were European-American, and 0.1 percent were Native American. Eligibility for the free-lunch program at the schools was as follows: I.S. 131, 84.6 percent; I.S. 61, 55.1 percent; and I.S. 136, 64.8 percent.

An evaluator from the Office of Research, Evaluation, and Assessment (OREA) visited two of the schools served by Project HOPE, I.S. 61 and I.S. 136. I.S. 61 was in a large building and had a very large student population; the number of students per

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*Percentages do not add up to 100 due to rounding.

classroom usually exceeded 25. Classrooms were clean and bright and decorated with students' work, as were the hallways. I.S. 136 was housed in a smaller building, but it also had a large student population. Project HOPE had a resource room at this site for staff and parental involvement activities. Classrooms were nicely decorated with students' work and had Project HOPE bulletin boards.

STUDENT CHARACTERISTICS

Project HOPE served a total of 359 students of limited English proficiency (LEP) in sixth through eighth grades, 40 more than in the previous year. (See Table 1.) LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile. Spanish-speaking students numbered 250. Of the remaining students, 39 spoke Cantonese, 3 spoke Mandarin, and 67 spoke other Chinese languages. Male students numbered 189 (52.6 percent) and female 170 (47.4 percent).

TABLE 1

Number of Students in Project HOPE, by Grade and Site

Site	Grade			Total
	6	7	8	
I.S. 131 M	0	58	59	117
I.S. 61 Q	37	67	34	138
I.S. 136 K	76	28	0	104
Total	113	153	93	359

The largest percentages of project participants came from the Dominican Republic (31.2 percent) and the People's Republic of China (28.4 percent). (For students' countries of origin, see Table 2.) Students who had immigrated to this country had from one to eight years of schooling in their native country (median 5.0 years). Over 99 percent of project participants came from low-income families and were eligible for the free-lunch program.

Needs Assessment

Before instituting this program, the Division of Bilingual Education of the Board of Education of the City of New York conducted an exhaustive needs assessment of the targeted students, their families, and the educational staff who were to serve them. The data obtained from this assessment indicated these primary needs: (1) to provide LEP students with intensive language instruction; (2) to provide LEP students with mathematics, science, and computer literacy programs; (3) to offer parents and adult siblings opportunities to learn English; and (4) to develop bilingual mathematics, science, and computer literacy curriculum materials in Spanish and Chinese.

PROJECT OBJECTIVES

Student Objectives

- Students participating in Project HOPE will demonstrate an increase in English language proficiency as indicated by a significant gain at the .05 level on the LAB.
- The Spanish-dominant students of limited English proficiency (LEP) participating in Project HOPE will demonstrate an increase in Spanish language achievement as indicated by a significant gain at the .05 level.

TABLE 2

Students' Countries of Origin

Country	Number of Students
Dominican Republic	112
People's Republic of China	102
United States	35
Mexico	33
Ecuador	21
Puerto Rico	17
Colombia	12
Honduras	6
Nicaragua	4
El Salvador	4
Hong Kong	4
Peru	3
Poland	1
Chile	1
Guatemala	1
U.S.S.R.	1
Vietnam	1
Unknown	1
TOTAL	359

- As a result of participating in the program, 75 percent of the Chinese-dominant students will achieve a passing grade of 65 percent or better in Chinese native language arts.

- As a result of participating in the program, 75 percent of program students will demonstrate an appropriate acquisition of skills in mathematics as shown by passing their math courses with a grade of at least 65.

- All project students will meet on an individual basis with the Bilingual Academic Specialist for advisement at least two times during the school year for advisement and planning.

- As a result of participation in the program the attendance rate of the students will be greater than that of mainstream students.

Curriculum Development Objectives

- By August 1992, program staff will develop instructional guides in the native language for mathematics.

- By August 1993, the end of the second year, the curriculum specialist will have developed subject-matter curriculum guides for teaching science in the native language.

Parental Involvement Objectives

- As a result of participation in the program, 75 percent of parents of project students will attend at least one school activity.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project HOPE provided instructional and support services to 359 Spanish- and Chinese-speaking students and their families. The project's main goal was to promote bilingual excellence through individualized and interdisciplinary programming. To meet this goal, the project staff worked very closely with teachers of participating students. Project HOPE utilized the strengths that students brought into the project—their varied cultures and experiences—to plan

classroom instruction and activities.

The resource specialists worked at each of the schools as facilitators. They modeled various interdisciplinary techniques, which were then adopted by the classroom teachers. At the end of each lesson, teachers reviewed vocabulary and concepts in English. Content area courses at the three schools were taught in English supplemented by the native language of the students. (See Table 3.)

Project HOPE also provided parents and staff with opportunities to participate in various cultural and instructional activities.

Capacity Building

For the year following the one under review, the project expects to receive state funding for 50 percent of the parental involvement activities.

Materials, Methods, and Techniques

Content area classes were taught in a combination of the native language and English, as seen in Table 3. Since many of the textbooks were in English, teachers had to spend a great deal of time translating for the students.

Project HOPE encouraged the teachers of participating students to use an interdisciplinary approach for instruction. Many other instructional strategies were also incorporated into the classrooms: hands-on activities using manipulatives in mathematics, laboratory experiments in science, storytelling and role playing in native language arts (N.L.A.), and Total Physical Response (T.P.R.) in E.S.L.

With the help of Project HOPE staff, students produced books in mathematics, social studies, and N.L.A. They also published newsletters and an anthology of poems, and were encouraged to speak or write about their experiences and cultures.

TABLE 3

Languages of Instruction

School	Subject	Grade	Lang. of Inst.	Pds. wk.
I.S. 131 Manhattan	Mathematics	7	Eng. + Chinese	4
	Science	7	Eng. + Chinese	4
	Social Studies	7	Eng. + Chinese	4
	Computer Sci.	7	English (E.S.L.)	2
	Mathematics	8	Eng. + Chinese	4
	Science	8	Eng. + Chinese	4
	Social Studies	8	Eng. + Chinese	4
	Computer Sci.	8	English (E.S.L.)	1
I.S. 61 Queens	Mathematics	6	Eng. + Spanish	5
	Science	6	Eng. + Spanish	5
	Social Studies	6	Eng. + Spanish	5
	Mathematics	7	Eng. + Spanish	5
	Science	7	Eng. + Spanish	4
	Social Studies	7	Eng. + Spanish	4
	Mathematics	8	Eng. + Spanish	5
	Science	8	Eng. + Spanish	4
	Social Studies	8	Eng. + Spanish	4
I.S. 136 Brooklyn	Mathematics	6	Eng. + Spanish	5
	Science	6	Eng. + Spanish	4
	Social Studies	6	Eng. + Spanish	4
	Mathematics	7	Eng. + Spanish	5
	Science	7	Eng. + Spanish	4
	Social Studies	7	Eng. + Spanish	4

There was a shortage of textbooks at I.S. 136 in Brooklyn. Teachers at this site used the Addison-Wesley Series, Levels A-C, to teach all levels of E.S.L. and mathematics. For N.L.A., teachers used a variety of novels and short stories, usually obtained from the library. They also used teacher-made materials for science and social studies.

There was no shortage of textbooks at I.S. 131 and I.S. 61; for a list of instructional materials at these schools, please see Appendix A.

The project sponsored cultural trips for students at all the participating sites. Students from I.S. 131 in Manhattan went to Clay Pit Ponds State Preserve, the New York Stock Exchange, and the South Street Seaport. Students from I.S. 136 in Brooklyn went to Ellis Island and the Statue of Liberty. Project HOPE students from all sites attended Bob Schneider's *Learning English through Music* and went to the Taipei Theater to see *The Monkey King*. Students from I.S. 131 and I.S. 61 participated in the Chinese Information Center painting contest.

Project HOPE provided teachers of project students with the opportunity to participate in the Chinese Bilingual Educators' Roundtable, the National Association for Asian and Pacific American Education (NAAPAE) conference, and the State Association for Bilingual Education (SABE) conference. Project HOPE's staff also participated in the Chinese Heritage and Culture Celebration and the Puerto Rican Heritage and Culture Celebration.

Staff Qualifications

Title VII staff. The project's Title VII staff included two resource specialists, an educational specialist, and a bilingual secretary. For a description of degrees held and language proficiencies (teaching or communicative*), see Table 4.

TABLE 4

Project Staff Qualifications

Position Title	Degree	Language and Proficiency
Resource Specialist	Prof. Diploma	Chinese TP
Resource Specialist	M.A.	Spanish TP
Educational Specialist	H.S. Diploma	Chinese TP

The resource specialists' responsibilities included the supervision and coordination of programming, teacher training, and participation in the project's evaluation. In addition, resource specialists served as peer coaches and facilitators in the classrooms. The paraprofessional maintained the resource center, helped teachers with small groups of students, and assisted the project's resource specialists in maintaining records of students, staff, and materials.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

Other staff. Tax-levy funds paid the salaries of 14 classroom teachers and additional support personnel who provided instructional services to project students. Of the 14 teachers, four had teaching proficiency in Chinese, eight had teaching proficiency in Spanish, one had communicative proficiency in Chinese, and one was monolingual in English.

Ten teachers held master's degrees, and four held bachelor's degrees. All had training in bilingual and multicultural education. Most teachers held Bilingual Common Branches licenses and New York State certification in the areas in which they taught.

Staff development. Project HOPE provided staff development to teachers of participating students and project staff. Workshops and other activities were sponsored by the Division of Bilingual Education of the Board of Education of the City of New York, the Special Educator Support Program, and the Chinese/Asian Bilingual Education Technical Assistance Center (CABETAC). Workshops covered such topics as "Teaching and Learning: The Magic of Instruction," "Cultures at Crossroads," "Motivating Students to Become Active Learners," "Sharing Success in E.S.L. Instruction I and II," "Guided Math Investigations," "Thinking Math and Language," and "Focus on the Environment." Workshops had a mean attendance of seven teachers.

Bimonthly training sessions for participating teachers were organized by the resource specialists at each of the schools and/or at Project HOPE's office. Nineteen workshops were offered. These emphasized the implementation of writers'

workshops across the curriculum and the use of interdisciplinary approaches and manipulatives in the classroom. The workshops had a median attendance of nine teachers. Resource specialists coached teachers as they implemented in the classroom what they had learned in the workshops.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project HOPE's parental involvement component aimed to enhance the relationship between home and school. Staff made frequent home contacts. Activities for parents included workshops and cultural and educational field trips.

The project sponsored the attendance of 35 parents at the SABE Parents' Institute at Kiamesha Lake, New York. Parents also attended the NAAPAE Parents' Institute. In addition, Project HOPE sponsored a field trip for parents and students from I.S. 61 to the Ice Capades at Madison Square Garden and Amish country in Pennsylvania; parents from I.S. 131 attended a Broadway show.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and El Examen de Lectura en Español (ELE) are used throughout New York City to assess the growth of English, Spanish, and mathematics skills in populations similar to those served by Project HOPE.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective and the ELE to assess the Spanish N.L.A. objective. The Chinese N.L.A. objective and the content area objective in mathematics were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB and ELE was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

The ELE was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For Form 1, the grade reliability coefficients

ranged from .94 to .96. Comparable data for Form 2 will be generated as soon as possible after its administration in the spring of 1993. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades. Items on the test were grade-specific.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English and Spanish, OREA computed correlated *t*-tests on the LAB and ELE N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project HOPE carried out all instructional activities specified in its original design. Throughout the school year, students had the opportunity to develop their English and native language skills through a variety of activities.

LEP Participants' Progress in English

An OREA evaluator visited I.S. 136 in Brooklyn and observed a seventh grade E.S.L. class. Half of the students were attending the school's pull-out program in reading, leaving only 16 students in the class. The resource specialist who conducted the class spoke about a story she had read the previous day and then explained the writing and publishing processes. She compared these processes to the class's activities in writing their own stories and publishing them in their own books, which included designing the covers, illustrating the contents, compiling an index, and writing a dedication and a section about the author.

Students displayed their books and read them in front of the class. Themes included a computer game and an anthology of poems. The resource specialist pointed out the differences in writing and production styles among all the books. The class was carried out mostly in English, although Spanish was also used.

I.S. 131 offered two levels of E.S.L. to project students. The beginning level met eight periods per week, and the intermediate met seven periods a week. I.S. 61 also offered five periods of beginning and intermediate levels of E.S.L. a week. I.S. 136 offered beginning, intermediate, and advanced levels of E.S.L. five periods a week.

- Students participating in Project HOPE will demonstrate an increase in English language proficiency as indicated by a significant gain at the .05 level on the LAB.

There were complete pre- and posttest scores on the LAB for 282 students in grades six through eight. (See Table 5). Gains for these students of 1.30 N.C.E.s (s.d.=5.2) were statistically significant. (In the previous year, the N.C.E. gain was higher [3.8 N.C.E.s], but the objective at that time had called for a 70 percent passing rate, which was not met.)

The project met its objective for English as a Second Language.

LEP Participants' Progress in Native Language

Spanish N.L.A.

I.S. 61 in Queens offered five periods a week of intermediate and advanced levels of Spanish N.L.A. I.S. 136 in Brooklyn offered beginning and intermediate Spanish N.L.A. four periods a week and advanced N.L.A. five periods a week.

The OREA evaluator visited I.S. 61 in Queens and observed a sixth grade N.L.A. class of 36 students. The classroom was accommodated in the carpentry room. Students were seated on benches at six tables and had to keep all their materials and belongings on the tables. Project participants had to vacate the space for two periods a day to permit vocational training classes to use the room. The sawdust in the room caused great discomfort to the project class, and the machinery prevented the teacher from bringing in instructional aids.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Site

Site	Total Number of Project Students	Number of Students for Whom Data Were Available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
I.S.61 Q	138	111	1.19	1.2	1.88	3.1	0.69	2.8	2.6*
I.S. 131 M	117	106	4.28	7.1	5.55	9.1	1.27	4.3	3.0*
I.S. 136 B	104	65	10.51	11.1	12.89	11.1	2.38	8.6	2.2*
Total	359	282	4.50	7.7	5.80	9.1	1.30	5.2	4.2*

*$p < .05$

- Students at all sites and overall had statistically significant gains on the LAB.

The resource specialist started the lesson by reading a story. Students then worked on their own storybooks. Students worked at their own pace and helped one another in editing, illustrating, and rewriting.

- The Spanish-dominant students of limited English proficiency (LEP) participating in Project HOPE will demonstrate an increase in Spanish language achievement as indicated by a significant gain at the .05 level.

Overall pre/posttest scores on the ELE were available for a total of 101 students. There was a gain of 1.55 N.C.E.s, which was not statistically significant, although students at I.S. 61 did show a significant gain ($p<.05$). (See Table 6.) (In the year previous to the one under review, the N.C.E. gain was higher. The percentage of students proposed to meet it, however, was unrealistic, and the objective was not met. OREA had recommended that the project director have it changed, which was done.)

The project partially met its Spanish N.L.A. objective.

Chinese N.L.A.

I.S. 131 offered two levels of Chinese N.L.A., beginning and intermediate. Both levels met four periods a week.

- As a result of participating in the program, 75 percent of the Chinese dominant students will achieve a passing grade of 65 percent or better in Chinese native language arts.

Eighty-four of the 117 Chinese-dominant students (91.7 percent) achieved a passing grade of 65 or better in Chinese N.L.A. courses. This was well over the proposed percentage, although it represented a decline of six percent from the previous year's 97.7 percent.

The project met its Chinese N.L.A. objective.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
El Examen de Lectura en Español (ELE), by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
I.S. 61	138	59	36.49	19.7	43.66	19.6	7.17	12.3	4.5*
I.S. 136	104	42	53.50	16.3	47.17	17.7	-6.33	11.4	-3.6
Total	242	101	43.56	20.1	45.12	18.8	1.55	13.6	1.15

*$p < .05$

- Students at I.S. 61 showed statistically significant gains on the ELE.

LEP Participants' Academic Achievement

Teachers used Chinese or Spanish for most instruction in content area classes. Most of the texts, however, were in English, and teachers spent about ten percent of the instruction time introducing new vocabulary with an E.S.L. methodology.

- As a result of participating in the program, 75 percent of program students will demonstrate an appropriate acquisition of skills in mathematics as shown by passing their math courses with a grade of at least 65.

Of the 345 students for whom data were reported, 275 (79.7 percent) received a passing grade of 65 or more. (See Table 7.) Overall, the required percentage of students met the passing criterion.

The project met its objective for mathematics, as it did in the previous year.

TABLE 7

Final Grades in Mathematics, by Site

Site	Number of Students for Whom Data Were Reported	Percent Passing
I.S. 131 M	112	83.3
I.S. 61 Q	132	80.4
I.S. 136 K	101	74.3
Total[a]	345	79.7

[a]Data were missing for 14 students.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Project HOPE did not mainstream any students in the year previous to the one under review.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Advisement

- All project students will meet on an individual basis with the Bilingual Academic Specialist for advisement at least two times during the school year for advisement and planning.

Project HOPE staff had conferences with each student two times during the school year. Project students also had ongoing counseling in their schools for course selection, career choices, and individual problems.

The project met its advisement objective, as it had in the previous year.

Mainstreaming

The project mainstreamed one student (0.3 percent) in the year under review.

Grade Retention

Project HOPE did not propose any objectives for grade retention. There were no students retained in grade in the year under review.

Attendance

In order to promote better attendance, project staff gave students individual advisement and contacted parents of absentees. The project also provided make-up classes after regular school hours.

- As a result of participation in the program the attendance rate of the students will be greater than that of mainstream students.

The overall attendance rate at the three schools was 92.02 percent. At each of the three participating schools, project students' attendance rates were higher than the mainstream students' rates. (See Table 8.)

The project met its attendance objective.

TABLE 8

Attendance Rates

School	Project Students' Attendance Rate	Mainstream Attendance Rate
I.S. 61 Q	89.37	87.2
I.S. 131 M	97.34	93.5
I.S. 136 K	90.42	86.4

Placement in Gifted and Talented Programs

No students were placed in specific programs for the gifted and talented.

CASE HISTORY

V.J. was a very slow learner and a highly disruptive student. Previous to entering Project HOPE, he had spent most of his time in the classroom drawing or talking. Teachers tried very hard to get him involved with other children, but V.J. would not cooperate.

When Project HOPE introduced the program component "Writing Our Own Math Story Problems," V.J. started talking to a classmate about his story. He stopped his problem behavior and soon realized that to get positive attention, he had

to conform to the behavior of the rest of the class. V.J. asked for help and direction many times and turned into a highly cooperative and responsible student.

CURRICULUM DEVELOPMENT OUTCOMES

- By August 1992, program staff will develop instructional guides in the native language for mathematics.
- By August 1993, the end of the second year, the curriculum specialist will have developed subject-matter curriculum guides for teaching science in the native language.

During the summer of 1992, the mathematics consultant developed an instructional guide for teachers.

Project HOPE staff developed a science curriculum guide, *Earth is Life*, in both Spanish and Chinese.

The project met its two curriculum development objectives.

PARENTAL INVOLVEMENT OUTCOMES

- As a result of participation in the program, 75 percent of parents of project students will attend at least one school activity.

Project HOPE had an outstanding parental involvement component. A total of 295 parents (82.2 percent) attended a number of school and project functions. Thirty-five parents attended the SABE Parents' Institute. In addition, many parents volunteered to help in the school.

The project met its parental involvement objective. OREA could not measure this objective in the previous year and recommended that it be changed, which the project did.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project HOPE met its objectives for E.S.L., Chinese N.L.A., mathematics, attendance, advisement, curriculum development, and parental involvement. It partially met its Spanish N.L.A. objective.

MOST AND LEAST EFFECTIVE COMPONENTS

The project director thought that the staff development component of Project HOPE was most effective since it impacted greatly on classroom practices. She also felt that Project HOPE had sensitized teachers to multiculturalism, and, by incorporating information about students' cultures into the classroom, students' pride and self-esteem were increased.

Participating students showed academic progress: all of the 359 students were promoted to the next grade. The students showed gains in Chinese native language arts and mathematics as indicated by their final course grades. They also showed gains in English as measured by the LAB.

Project services not only benefited the students academically but also increased their awareness of the importance of an education: the attendance rate of participating students was appreciably higher than that of the mainstream population.

Project services had a positive impact on the students, both academically and socially. Students gained confidence and increased their awareness of their own and other cultures. Teachers of participating students improved their teaching

techniques and learned new methods and approaches after attending the workshops and seminars sponsored by the project and team-teaching with the resource teachers. Parents of participating students also had the opportunity to participate actively in their children's education.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

Based on this report, OREA makes the following recommendation to the project:

- Seek alternative space, possibly in the auditorium, for classes now meeting in the carpentry shop at I.S. 61.

APPENDIX A

English as a Second Language Materials

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
9	Elementary Composition Practice	Linda London	Newbury House	1979
7,8,9	Oxford Picture Dictionary	E.C. Parnwell	Oxford U.	1984
7,8	English Step by Step	Dixson	Regents	1980
9	Even More True Stories	Sandra Heyer	Longman	1992
9	The Greek Heroes	Michael West & D.K. Swan	Addison-Wesley	1992
7	Line by Line IA	Bill Bliss	Prentice-Hall	1988
9	Modern American English, Books 1-4	Robert D. Dixson	Regents	1984
9	More True Stories	Sandra Heyers	Addison-Wesley	1992

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
*	Oxford Picture Dictionary	E.C. Parnwell	Oxford Press	1984
*	English - Step by Step	Robert Dixon	Regents	1991
*	E.S.L. Activities Kit	Elizabeth Claire	Prentice-Hall	1988
*	Skill Sharpener for E.S.L. Second Language	Judy De Filippo Chars Skidmore	Addison - Wesley	1984

*Not submitted by project.

APPENDIX A

Native Language Arts Materials

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7-8	Chinese (Language Arts)	*	People's Education Press, Beijing.	1987
7-8	Chinese (Chinese Language Arts)	*	Jen Jen Publica-tions, Inc., Hong Kong	1978
6	Elementary Chinese (Chinese Language Arts)	*	Foreign Language Press, Beijing.	1985

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
4,5,6	Español: Elementos Gramáticales	Joaquín Anorga Loralde	Minerva	1967
*	Diccionario español/inglés	*	National Textbook	1982
*	Español para los hispanos	*	National Textbook	1982

*Not submitted by project.

APPENDIX A

Mathematics Instructional Materials

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7,8	Math Structure and Method (Course 1)	Mary P. Dolciani	Houghton Mifflin	1988

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
7	Matemáticas	*	Silver Burdett & Ginn	1989
*	Éxito en las matemáticas	*	Silver Burdett & Ginn	1983
*	Teacher-made transparencies			*

Science Instructional Materials

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7	Life Science	Leonard Berstein	Allyn & Bacon	1986
7	Biology Workshop 1-3	Seymour Rosen	Globe Book	1988
8	Concepts and Challenges in Earth Science (2nd Edition)	Berstein, etal.	Globe Book	1984

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
*	La ciencia en tu mundo	Hackett	Macmillan/ McGraw Hill	1991
*	Physical Science	*	Globe Book	1986

*Not submitted by project.

Social Studies Instructional Materials

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7	America: The Early Years	Anna Uhl Chamot	Addison Wesley	1987
7	Life and Liberty (Vol.1)	Philip Roden etal.	Scott Foresman	1984
*	Chinese Heritage and Culture Manual	*	N.Y.C. Board of Education.	1993
*	Puerto Rican Heritage Resource Manual	*	N.Y.C. Board of Education	1992
8	Life and Liberty	Philip Roden, Robynn L. Greer, Bruce Kraig.	Scott Foresman	1984
8	America: After Independence	Anna Uhl Chamot	Addison-Wesley	1987
8	Expansion through 20th Century	Kenneth Uva & Shelley Anna Uva	Globe Book Co.	1987

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
5	Geografía de estados y regiones	*	Silver Burdett & Ginn	*
6	Estados Unidos ayer y hoy	*	Silver Burdett & Ginn	*

*Not submitted by project.

APPENDIX B

Class Schedules

7th Grade (I.S. 136)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Math	E.S.L.	Math	E.S.L.	Math
2	Spanish	Science	Spanish	Science	Prep
3	E.S.L.	Math	E.S.L.	Math	Spanish
4	Science	Social Studies	Science	Social Studies	E.S.L.
5	Prep	Prep	LUNCH		
6	LUNCH	LUNCH	Prep	Prep	Science
7	Prep	Theater Arts		Silk Screening	Drama Workshop
8	Art		Art		

8th Grade (I.S. 131)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Social Studies	Homeroom	Audiovisual	H.L.	Social Studies
2	Language Arts	Music	Social Studies	Language Arts	Science
3	Physical Education	Math	Science		Music
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	Art	Language Arts	Language Arts	Science	Language Arts
6		Science		Dance	H.L.
7	Math	Dance	Homeroom	Physical Education	Math
8	Homeroom	Social Studies	Math	Math	Homeroom